

Inspection report for early years provision

Unique reference number	EY388803
Inspection date	14/10/2009
Inspector	Nighat Ghani

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was first registered in 2009. She lives with her husband and four children aged 12, 11, seven and five, in the Moss Side area of Manchester. The childminder is registered to provide care for a maximum of four children at any one time under the Early Years Register and the compulsory part of the Childcare Register. The childminder is also registered on the voluntary part of the Childcare Register to enable her to care for older children.

Minded children have access to the whole of the ground floor and the bathroom on the first floor. An enclosed rear garden is available for outdoor play. Access to the premises is suitable for children with disabilities. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is committed to ensuring the needs of all children are met. All children are valued and respected for their individuality. The childminder works closely with parents to ensure she has a clear understanding of each child's background, likes and dislikes. She promotes most aspects of their welfare, learning and development, which enables them to make satisfactory progress. The childminder demonstrates a positive attitude towards her ongoing professional development and recognises the areas she needs to improve in order to develop her practice in the future.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission from parents, at the time of children's admittance to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and welfare) 14/10/2009

To further improve the early years provision the registered person should:

- develop quality improvement processes in the setting to extend effective practice and help improve outcomes for every child
- work in partnership with parents by involving them in children's continuous learning and development
- extend risk assessment already in place to include each type of outings that take place
- improve the arrangements for observations and assessments so they can be used to assist in planning enjoyable and challenging learning and

development experiences that are tailored to meet children's individual needs

The effectiveness of leadership and management of the early years provision

The childminder has done her safeguarding training and has good knowledge and understanding of what action to take if she has any concern about a child in her care. Risk assessments for premises and the back garden are in place and action is taken to eliminate any identified risks to children. However, she has not yet started her risk assessments for the outings. The childminder has recently started to do her level 2 qualification in childcare, which will enhance the care of the children. The childminder is appropriately maintaining most of her records, policies and procedures which are required for the safe and efficient management of her provision. However, she has not yet taken parents' permission to seek emergency treatment or advice.

The childminder has a reasonable understanding of the strengths and weaknesses of her provision and has started to develop system for self-evaluation. She monitors the progress and well-being of children and has identified some plans for the future in order to secure continuous improvement. The good organisation of her home encourages purposeful play and access to resources actively supports children's learning and development.

The childminder works effectively with parents. She gathers important details about their children's care needs and circumstances before children start. At induction she talks to parents about what their child can already do in order to build on their capabilities. She also informs them about her childminding methods and encourages a constant two-way flow of information. However, there are no systems in place to encourage parents to become involved in all aspects of their children's learning.

The quality and standards of the early years provision and outcomes for children

Children are happy in the childminder's care and have formed trusting relationships with her in the very short period of time they have been with her. The childminder seeks valuable information from parents to establish children's starting points. She is getting familiar with the capabilities and personalities of the individual children and has not yet started to record her observations. Resources are set out attractively at children's level which promote their choice and independence. Children move freely from the house to the back garden where they play on the large equipment, such as a large slide and a trampoline, which promote their coordination and muscular control.

The childminder supports children's learning and positively interacts with them. She consistently talks to the children; for example, when looking through the picture book she talks about the colours and shapes. Children are very aware of their routine, for example, as soon as they finish their snack, one of them points to

his pushchair ready to go to sleep. Young toddlers enjoy close attention from the childminder, often climbing on her knee to look at books or sing songs. They have easy access to appropriate toys which stimulate their interest and curiosity, for example, fitting different sized beakers inside each other or pressing different knobs on the activity centre to see what sound each one of them makes. They learn about their local environment as they are taken to the local parks, toddler groups and the library. Children benefit from the positive steps the childminder takes to acknowledge, respect and value them as individuals.

The childminder is appropriately promoting the welfare of the children and ensures their good health and well-being is being effectively supported. Children are secure and confident within the home as a result of good quality interaction with the childminder and stability of the routines. Behaviour is good and they are beginning to show an awareness of the expectations within the home. The introduction of simple road safety on the journeys to school encourages children to develop an understanding of dangers and how to stay safe. Children enjoy using the slide in the outdoor area and visits and walks in the local area stimulate children to be active and understand the benefits of physical activity.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met